# Resource Guide

Limited English Plan Guide

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LIMITED ENGLISH PROFICIENCY PLAN RESOURCE GUIDE

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# POVERTY AND LEP PLANS FACT SHEET

**Overview**
Pursuant to Nebraska statutes 79-1013 and 79-1014, schools may submit a Poverty Plan, a Limited English Proficiency (LEP) Plan, or both by October 10th for the following school year.

**How are the Poverty/LEP Plans used?**
The Poverty and LEP Plan allowances are considered in the calculation of State Aid. The 2009 plan is an estimate of the expenses for the 2010-2011 school year. The plans are meant to address specifically the needs of students qualifying for free or reduced-price lunch (poverty), and/or LEP (limited English proficiency) students.

**What are the requirements of each plan?**
- There are 13 components in the Poverty Plan. The Poverty Plan addresses student mobility, parent involvement, instructional services, specialized services, professional development, and plan evaluation.
- There 12 questions in the LEP plan related to the identification of LEP students, instructional approaches used in the district, assessment of LEP students in mastering English, and the evaluation of the effectiveness of the LEP program.

*Resource Guides will be available through GMS. These guides will provide examples and resources to support districts in completion of the Poverty and/or LEP Plans.*

**How are the plans submitted?**
The plans are submitted using the Grant Management System (GMS) on the Nebraska Department of Education website. GMS questions can be answered through the Help Desk (888-285-0556 or helpdesk@nde.ne.gov). Questions regarding plan content can be addressed to Krista Kjeldgaard (402-471-2979 or krista.kjeldgaard@nebraska.gov)

**Revised Statutes » Chapter 79 » 79-1013**

Poverty plan; submission required; when; review; approval; elements required; appeal.

79-1013 Poverty plan; submission required; when; review; approval; elements required; appeal. (1) On or before October 10 of each year, each school district designating a maximum poverty allowance greater than zero dollars shall submit a poverty plan for the next school fiscal year to the department and to the learning community coordinating council of any learning community of which the school district is a member. On or before the immediately following December 1, (a) the department shall approve or disapprove such plan for school districts that are not members of a learning community based on the inclusion of the elements required pursuant to this section and (b) the learning community coordinating council and, as to the applicable portions thereof, each achievement subcouncil, shall approve or disapprove such plan for school districts that are members of such learning community based on the inclusion of such elements. On or before the immediately following December 5, each learning community coordinating council shall certify to the department the approval or disapproval of the poverty plan for each member school district.
(2) In order to be approved pursuant to this section, a poverty plan shall include an explanation of how the school district will address the following issues for such school fiscal year:
    (a) Attendance, including absence follow-up and transportation for students qualifying for free or reduced-price lunches who reside more than one mile from the attendance center;
    (b) Student mobility, including transportation to allow a student to continue attendance at the same school if the student moves to another attendance area within the same school district or within the same learning community;
    (c) Parental involvement at the school-building level with a focus on the involvement of parents in poverty and from other diverse backgrounds;
    (d) Parental involvement at the school-district level with a focus on the involvement of parents in poverty and from other diverse backgrounds;
    (e) Class size reduction or maintenance of small class sizes in elementary grades;

(f) Scheduled teaching time on a weekly basis that will be free from interruptions;

(g) Access to early childhood education programs for children in poverty;

(h) Student access to social workers;

(i) Access to summer school, extended-school-day programs, or extended-school-year programs;

(j) Mentoring for new and newly reassigned teachers;

(k) Professional development for teachers and administrators, focused on addressing the educational needs of students in poverty and students from other diverse backgrounds;

(l) Coordination with elementary learning centers if the school district is a member of a learning community; and

(m) An evaluation to determine the effectiveness of the elements of the poverty plan.

(3) The state board shall establish a procedure for appeal of decisions of the department and of learning community coordinating councils to the state board for a final determination.

**Source**
1. Laws 2007, LB641, § 23;
2. Laws 2008, LB988, § 36.
   Effective Date: April 3, 2008

**Revised Statutes » Chapter 79 » 79-1014**
Limited English proficiency plan; submission required; when; review; approval; elements required; appeal.

79-1014 Limited English proficiency plan; submission required; when; review; approval; elements required; appeal. (1) On or before October 10 of each year, each school district designating a maximum limited English proficiency allowance greater than zero dollars shall submit a limited English proficiency plan for the next school fiscal year to the department and to the learning community coordinating council of any learning community of which the school district is a member. On or before the immediately following December 1, (a) the department shall approve or disapprove such plans for school districts that are not members of a learning community, based on the inclusion of the elements required pursuant to this section and (b) the learning community coordinating council, and, as to the applicable portions thereof, each achievement subcouncil, shall approve or disapprove such plan for school districts that are members of such learning community, based on the inclusion of such elements. On or before the immediately following December 5, each learning community coordinating council shall certify to the department the approval or disapproval of the limited English proficiency plan for each member school district.

(2) In order to be approved pursuant to this section, a limited English proficiency plan must include an explanation of how the school district will address the following issues for such school fiscal year:

(a) Identification of students with limited English proficiency;

(b) Instructional approaches;

(c) Assessment of such students' progress toward mastering the English language; and

(d) An evaluation to determine the effectiveness of the elements of the limited English proficiency plan.

(3) The state board shall establish a procedure for appeal of decisions of the department and of learning community coordinating councils to the state board for a final determination.

**Source:**
1. Laws 2007, LB641, § 24;
2. Laws 2008, LB988, § 37;
3. Laws 2009, LB549, § 33.
   Effective Date: August 30, 2009

# Limited English Proficiency Plan (LEP) Resource guide

## IDENTIFICATION OF STUDENTS WITH LIMITED ENGLISH PROFICIENCY

| Plan Questions | Examples/Resources |
|---|---|
| 1. Explain the district policies or procedures to identify LEP students. | • Home language survey is completed for each entering PreK-12 student.<br>   o It is recommended that home language surveys be administered to all students enrolling in the district and not just those who appear to be LEP.<br>• Student demographic and placement information entered into the district student information system.<br>• Include approved district policies or procedures relating to the identification of LEP students.<br>   o A process could also be included that a district contacts previous districts attended to determine student program placements and assessment results.<br>• The district has a system to identify LEP students who may enter after the beginning of the school year. |
| 2. What language proficiency assessments are used to identify LEP students? | • Examples of language assessments for initial identification include: Language Assessment Scales (LAS), MAC II, IDEA Proficiency Test (IPT), Woodcock-Munoz, Language Proficiency Test Series (LPTS), Bilingual Verbal Abilities Test (BVAT) |
| 3. Describe the specific criteria the district uses in determining which students qualify as LEP. | • Assessment results determine student placement.<br>• Identification criteria are specific and describe the scores and/or levels of language acquisition on proficiency assessments that are used to identify LEP students. |

| Plan Questions | Examples/Resources |
|---|---|
| 4. Describe the district instructional approaches for LEP children to acquire English (for both social language and academic purposes). | • Instructional approaches are supportive of English language development and will reasonably result in the development of social and academic language, providing for communicative and content area language achievement<br>• The district indicates how professional development supports, implementation of best instructional approaches<br>• Specific instructional strategies and methodologies may be included<br>• Describe approaches used at different grade levels, grade spans, or buildings |
| 5. How are the instructional models and approaches recognized as best practice by experts in the field? | **Instructional program models include but are not limited to:**<br>• **ELL Programs**<br>   o Newcomer<br>   o ESL Pullout Program with ESL teacher<br>   o ESL Classes<br>   o Structured Immersion<br>   o Sheltered Content Area Classes<br>• **Bilingual Education**<br>   o Dual Language<br>   o 2-Way Immersion<br>   o Early Exit/Transitional Bilingual<br>   o Late Exit/Maintenance Bilingual<br>   o Heritage Language Preservation<br>• **Extended Learning Opportunities**<br>   o Summer school options<br>   o Jump Start<br>   o Before or after school<br>   o Credit recovery<br>   o Community activities or services<br>**Instructional Strategies and Methodologies include but are not limited to**<br>• Specific instruction in social and academic language<br>• Cognitive Academic Language learning Approach (CALLA)<br>• Sheltered Instruction Observation Protocol (SIOP)<br>• Total Physical Response (TPR)<br>• Culturally Relevant Pedagogy<br>• Classroom Instruction that Works with English Language Learners |

| Plan Questions | Examples/Resources |
|---|---|
| 6. Describe the specific criteria and plan the district has established to determine when the LEP student has mastered English. | • The plan includes steps taken to provide evidence that the student can participate meaningfully in the general education program based on results of a language proficiency assessment that measures listening, speaking, reading and writing.<br>• The plan contains additional objective measure(s), such as performance on state or district content assessments.<br>• Subjective criteria may be part of the plan; however, students may not be "exited" from a language instruction program solely on subjective criteria.<br>• The plan indicates a process that includes specific criteria for exit or completing program requirements. |
| 7. What objective language measures does the district use to assess listening, speaking, reading, and writing?* | • A language assessment is included.<br>• Exit criteria are specific and describe the scores and/or levels of language acquisition on proficiency assessments that are used to identify students who have attained English proficiency. |
| 8. What objective measures does the district use to assess student progress toward meeting content standards?* | • Objective measures may include district content assessments, formative assessments, writing assessments, and norm referenced assessments.<br>• Specific levels and/or scores are included that are used to identify students who are proficient on state or local content standards. |
| 9. What subjective measures does the district include?** | • Subjective criteria may include: teacher recommendation, parent input, extracurricular activities, grades/grade point averages |

*At least one objective measure MUST be included (either a language proficiency assessment OR an assessment that measures content standards. However, a district may select to do both.

**Subjective measure(s) MAY be included but an exit criteria may not solely be based on a subjective measure.

| Plan Questions | Examples/Resources |
|---|---|
| 10. Describe the approach that will be used to evaluate the effectiveness of the program. | • The plan has a clear description of the program evaluation approach, evaluation criteria, timeline or schedule, data to be collected, and the review process that will be used to measure the success of the program.<br>• All components of the Limited English Proficiency Plan are evaluated. |
| 11. List the types of data (both formative and summative) that will be collected as part of the evaluation. | • Evidence that the identification procedures for ELLs are consistent, timely, and effective, that accurate records are maintained, and that responsible district staff are knowledgeable of criteria and procedures.<br>• Evidence that there is in-classroom data collection regarding instructional approaches in use at the classroom level which are recognized best practice for ELLs.<br>• Evidence that there is planning and support for staff development in best practices for ELLs which enhances district capacity to serve ELLs.<br>• District evaluates ELL participation data in district and state assessments with appropriate accommodations provided.<br>• Evidence that there are appropriate formative assessments in place to measure ELL progress which drives appropriate instruction.<br>• District considers multiple aspects of ELL assessment data in planning for district and school improvement. Outcomes data impacts program planning and development.<br>• Student-level data that could be included in the evaluation section include:<br>  • Attendance data<br>  • Graduation rates<br>  • Summative assessment results<br>  • Formative assessment results<br>  • Credits completed<br>  • Dropout data |
| 12. How will the data be used as part of an ongoing evaluation process? | • The plan addresses the use of data for current and former LEP students as part of their school improvement plan, continuous improvement, program modification, or other ongoing evaluation process. |

| Plan Questions | Examples/Resources |
|---|---|
| 13a. Include information that may not be included in previous sections. | • This section may be used to address elements that are not included in the other sections of the LEP plan. |
| 13b. Are there unexpected events or unforeseen obstacles that have occurred during the implementation of any previous plans that have affected this plan? | • Describe any events that the district did not anticipate that may have previously occurred but may be relevant to this plan.<br>• Indicate any slippage that may have occurred from last year's plan. |
| 13c. Have there been any significant changes in the LEP population since the previous plan? | • Describe any major increases or decreases in the LEP population that have occurred and may be relevant to this plan.<br>• Include unique needs associated with any new or growing populations. |
| 13d. Use of interpreters/translators | |
| 13e. Describe community services or resources that support the district's LEP plan, students, and/or families. | |